
The Impact of Quizizz-Based Learning on Students' Emotional Intelligence in Islamic Education

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Abstract

Objective: Research to determine the effect of the use of Games Quizizz-based applications on students' emotional intelligence in PAI and AI Islam subjects at SD Muhammadiyah PK Palur. **Theoretical framework:** this research focuses on the theory of emotional intelligence, which emphasizes the importance of students' ability to recognize, understand, and manage emotions in the learning process, as well as game-based learning theory, which is believed to increase student motivation and involvement. **Literature review:** Previous research has shown that the use of technology-based learning media and interactive games such as Quizizz is able to improve students' material understanding and social-emotional skills, but not many have specifically linked it to increased emotional intelligence in the context of religious education. **Methods:** This study uses a quantitative approach with a true experimental design in the form of a pre-test and post-test control group design. The sample consisted of two classes, namely classes 1A and 1B which each amounted to 23 students. Data was collected through an emotional intelligence questionnaire using the Likert scale and the score of the Quizizz game, which contained 20 questions from PAI and AI Islam materials with varying levels of difficulty. **Results:** The study showed that there was a significant influence of the use of the Quizizz application on the improvement of students' emotional intelligence, as evidenced by the results of the t-test, which obtained a calculated t value of 7,803 greater than the t-table of 1,708, and a significance value of $0.00 < 0.05$. **Implication:** This study shows that the integration of game applications such as Quizizz in PAI and AI Islam learning can be an effective strategy for improving students' emotional intelligence from an early age. **Novelty:** this research lies in the application of game-based learning, especially through the Quizizz platform, which is directly associated with the increase in emotional intelligence in the context of religious education learning.

Keywords: game-based learning, emotional intelligence, quizizz application, islamic education, elementary students.

INTRODUCTION

Today's technological developments have a significant impact on people's lives and attitudes, as is well known. Recent generations show that children under the age of 8 are already adept at using modern technology such as smartphones, tablet computers, and others. This has a huge impact on children's experiences as their play time is spent interacting with screens. Childhood experiences are fundamental personality traits that have a significant impact on child development, particularly emotional intelligence. Children with low emotional intelligence, if left unchecked, will produce negative behaviors. This situation is caused by low self-confidence, lack of self-control, false empathy, and lack of motivation to solve the problems faced, and every time a problem arises, there is a reaction or tendency to give the wrong response. Mitch Anthony revealed in Goleman, which states that emotional intelligence is more important than intellectual intelligence in determining a person's chances of success, revealing the fact that it is much more weighty (intellectual intelligence). Based on the existing facts and theories, it is very important to meet the emotional intelligence needs of children in particular [1].

Emotional intelligence continues to develop throughout a person's life, which is a strong reason to teach emotional intelligence early. Because childhood moments are great for teaching emotional intelligence. Fostering emotional intelligence in children can be done with the first step, which is to understand the development and stability of children's emotions, and by understanding the child's developmental environment, we can provide a reference for the child's emotional development. Children who have good emotional intelligence are children who can manage their emotions wisely. They can solve their problems well, make careful decisions, and control their emotions to channel them into positive activities. Smart children are not necessarily able to control their emotions; there are many cases of smart children who have a temper, have difficulty controlling themselves, and their emotions are explosive. Sometimes the opposite is true; some children are not smart but are not emotional, can reduce anger, and can control themselves. This is what we will examine in this article: how the influence of online games-based application Quiziz on the emotional intelligence of Grade 1 students at SD Muhammadiyah PK. So that we know that we need to train this golden generation as much as possible so that they can have good emotional intelligence [1].

In the contemporary educational landscape, integrating technology into learning environments has become not just a trend but a necessity. The rapid advancement of digital tools and applications has significantly reshaped how teachers deliver material and how students engage with content. Among these innovations, game-based learning platforms such as Quizizz have garnered considerable attention for their potential to enhance students' learning experiences through interactivity, motivation, and engagement. While much has been explored regarding their effectiveness in improving cognitive outcomes such as academic achievement and content retention, there remains a significant gap in the literature concerning their impact on affective domains—especially emotional intelligence. This study addresses this gap by examining how the Quizizz application, when implemented in Islamic Education (PAI and Al-Islam), can catalyze emotional development among primary school students [2]–[7].

The importance of emotional intelligence (EI) in a child's overall development has been well-documented. According to Daniel Goleman, EI encompasses a range of skills that enable individuals to recognize, understand, manage, and utilize emotions effectively. These include self-awareness, emotional regulation, motivation, empathy, and social skills. In the formative years of childhood, these skills are especially critical, as they contribute not only to academic success but also to interpersonal relationships, decision-making, and long-term mental well-being. In the context of Islamic education, emotional intelligence is equally, if not more, essential. The principles of empathy, compassion, emotional control, and ethical behavior are deeply embedded in Islamic teachings. Therefore, fostering emotional

intelligence in Islamic learning contexts becomes a dual endeavor: cultivating psychological maturity while aligning with moral and religious values [2]–[7].

The implications of using a game-based application like Quizizz in this domain are far-reaching. Firstly, it modernises the learning experience by incorporating digital literacy, which is crucial in preparing students for the demands of the 21st century. Secondly, it transforms traditionally passive or rote learning into an active, student-centred process. Through interactive quizzes, competitive features, and real-time feedback, students are encouraged to engage with educational content more meaningfully and with greater enthusiasm. Most importantly, as evidenced by the findings in this study, the emotional atmosphere created by such applications promotes a positive affective environment. Students feel joy, motivation, and confidence while interacting with the content, and they also experience peer collaboration and mutual support, which are essential components in emotional development [2]–[7].

This research further explores how such applications can impact emotional intelligence beyond surface-level engagement. By using a pre-test and post-test experimental design, the study demonstrates that students exposed to Quizizz-based learning in Islamic Education classes showed measurable improvements in their emotional intelligence scores. The results support the notion that digital learning tools, when designed and implemented thoughtfully, can stimulate both cognitive and emotional growth. Additionally, the use of the Likert scale to measure various aspects of emotional intelligence—including self-awareness, emotion regulation, and empathy—provides empirical validation to support this claim. From an educational policy and curriculum development standpoint, the findings offer valuable insights. They suggest that game-based digital tools can be strategically incorporated into religious education without compromising the sacredness of the subject matter. On the contrary, by aligning game-based experiences with the values and teachings of Islam, educators can reach students more effectively and holistically. This integration encourages not just religious knowledge acquisition but also the internalization of values through emotionally resonant learning experiences [8]–[12].

The novelty of this study lies in its specific focus on the intersection between game-based digital learning and emotional intelligence development within the Islamic education context at the elementary school level. While previous studies have examined the cognitive benefits of Quizizz and similar platforms, few, if any, have explored how such tools affect emotional development, especially in religious learning settings. Moreover, the target demographic—Grade 1 students—represents a unique age group where emotional intelligence is still highly malleable and influenced by environmental stimuli, including pedagogical approaches. By demonstrating that structured, digital-based, interactive learning can positively influence young students' emotional growth, the study opens up new avenues for educators, policymakers, and researchers in Islamic education and child psychology. In conclusion, as the demands on educators continue to evolve in response to technological change and the increasing importance of socio-emotional learning, the insights from this study provide a timely and relevant contribution. By showing that emotional intelligence can be nurtured through thoughtfully designed educational technology within religious instruction, this research challenges traditional boundaries and expands the potential of digital pedagogy in faith-based settings. It calls for a reimagining of educational tools not merely as vehicles of content delivery but as instruments for holistic human development—intellectually, emotionally, and spiritually [8]–[12].

LITERATURE REVIEW

Use of Games-Based Applications

Playing games is an activity that children often do as a means of filling their spare time. The word game is familiar to all of us, especially among children today. The word "Game" comes from the English language, which means game. A game is a type of play activity

where the player tries to achieve the goal of the game by performing actions according to the rules of the game. Game-based applications are learning tools that focus on interactivity and active student involvement in learning. In its use, media or other educational applications using game elements, simulations, or other educational applications using game elements. In this case, students will learn through interactive experiences that provide higher levels of motivation and satisfaction than traditional learning methods [\[13\]–\[17\]](#).

Quizizz App

Quizizz, according to Purba that Quizizz is a game-based educational application which brings multiplayer activities to the classroom and makes it in the classroom interactive and fun exercises. Learners can do in-class exercises on their electronic devices [\[18\]](#). Quizizz has game characteristics such as avatars, themes, memes, and entertaining music in the learning process [\[19\]–\[23\]](#). In addition, according to Wahyu et al in Nunung et al, the online quiz model on the Quizizz page, in the ability to compete and collaborate, can affect children's social-emotional development [\[24\]](#).

According to Syahrin Musyarrof, Quizizz is a student engagement platform that allows teachers to conduct interactive lessons and quizzes with their students. The interactive quizzes created have up to 5 answer choices, including the correct answer and can have images added to the background of the questions [\[25\]](#).

Quizizz can also be referred to as artificial intelligence (Artificial Intelligence), which can help learning interests between teachers and students or lecturers and students. Mentioned by Tumurang that this Quizizz application originated in India and was launched in 2015. According to Tumurang, Quizizz is just like the Kahoot app! (a game-based app) is a learning platform that offers many tools to make the classroom fun, interactive, and engaging [\[26\]–\[28\]](#).

Quizizzes in Learning

Quizizz can be classified as one of the learning media. In the Quizizz application, various kinds of interesting content are provided and can be taken into consideration in making interesting questions for students when doing assignments and making students more active in learning. Educators or teachers can also see who has done the task through a ranking display based on the number of correct answers and the fastest to answer questions. Educators are also able to see grades or conduct assessments because assessments are already systemized in the Quizizz game when educators set up quizzes in the application, and even the score results can be downloaded in Microsoft Excel format [\[29\]–\[31\]](#).

Quizizz is one of the media that uses digital developments to create the desired quiz questions. This application can be used anywhere. The use of the Quizizz application is easier because, besides being accessible via smartphone, this application is easily downloaded and opened via computer or laptop by simply accessing the web page "www.quizizz.com" and just entering the quiz code to join the quiz that has been provided by the educator for students [\[32\]–\[34\]](#).

Priyanti, Santosa, and Dewi stated that Quizizz is a digital platform that helps students understand what they read on smartphones. Some of the features that attract students' attention are the ability to activate background tools when solving problems, attractive and colourful fonts and layout designs, feedback when answering various correct or incorrect answers, and those that keep students ranked based on leaderboards show success scores. In addition to these main functions, teachers can also activate some additional functions to increase the excitement and interest of primary school students [\[35\]](#).

Definition of Emotional Intelligence according to Daniel Goleman

Intelligence is a part of the mind that includes many interconnected abilities. These include the capacity to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn. Intelligence is not about how much knowledge or skill a person has. However, it is more about how quickly a person can absorb knowledge and expertise, as well as how well a person performs on tasks that are not their expertise [36].

Daniel Goleman states that emotional intelligence is a person's ability to regulate their emotional life with intelligence (to manage their emotional life with intelligence); maintain emotional harmony and its expression (the appropriateness of emotion and its expression) through the skills of self-awareness, self-control, self-motivation, empathy and social skills. As mentioned by Goleman, some aspects that can be used as training in improving emotional intelligence include 5 aspects, which will be explained in the discussion of emotional intelligence indicators according to Goleman. Goleman's Emotional Intelligence Indicators: 1) Recognising one's own emotions. The aspect of recognizing self-emotion occurs from self-awareness, self-assessment, and self-confidence. This ability is the basis of emotional intelligence. Psychologists say that self-awareness is a person's awareness of their own emotions. 2) Managing emotions, Managing emotions is the ability to handle feelings so that they can be expressed appropriately or in harmony, so that balance is achieved within the individual; 3) Motivating yourself, Motivating yourself to do something is one of the keys to success. Being able to organize emotions to achieve desired goals. Emotional self-control, refraining from gratification, and controlling impulses are the cornerstones of success in all areas; 4) Recognizing other people's emotions, Empathy is one of the abilities to recognize other people's emotions, by feeling what others are experiencing [37]–[41]. According to Goleman, a person's ability to recognize others or care shows one's empathy. Individuals who can empathize are better able to capture hidden social signals and signal what is needed by others so that they are better able to accept other people's points of view, sensitive to other people's feelings, and better able to listen to others; and 5) Building relationships with others, The ability to build relationships is largely a skill of managing the emotions of others. It is a skill that supports popularity, leadership, and interpersonal success [37]–[41].

METHODOLOGY

This study employed a quantitative research approach using a true experimental design, specifically the pre-test and post-test control group design, to examine the effect of the Quizizz game-based learning application on the emotional intelligence of primary school students in Islamic education. The selection of this design was intended to provide a robust framework for determining causal relationships between the independent variable (use of the Quizizz application) and the dependent variable (students' emotional intelligence). The participants of the study were first-grade students from SD Muhammadiyah PK Palur, divided into two groups: the experimental group and the control group. Each group consisted of 23 students. The experimental group received instruction utilizing the Quizizz application, while the control group was taught using conventional teaching methods without the integration of game-based learning tools [42]–[44].

The data collection process was conducted in three distinct stages. The first stage involved administering a pre-test questionnaire designed to assess the students' initial level of emotional intelligence. This questionnaire was developed based on the emotional intelligence indicators proposed by Daniel Goleman, which include self-awareness, emotion regulation, motivation, empathy, and social skills. The items were structured using a Likert scale with four response options ranging from "Strongly Disagree" to "Strongly Agree." The results of this pre-test served as a baseline measurement for each student's emotional intelligence before any treatment was administered. In the second stage, students in the experimental group were engaged in a series of learning sessions using the Quizizz application. The content delivered through Quizizz was specifically tailored to the PAI (Pendidikan Agama

Islam) and AI-Islam curriculum. The game-based environment allowed students to answer a set of 20 questions (10 from each subject) with varying difficulty levels, incorporating images, music, and immediate feedback features to enhance engagement and enjoyment. These activities were intended to foster a more emotionally stimulating learning environment, hypothesized to influence emotional intelligence outcomes [42]–[44].

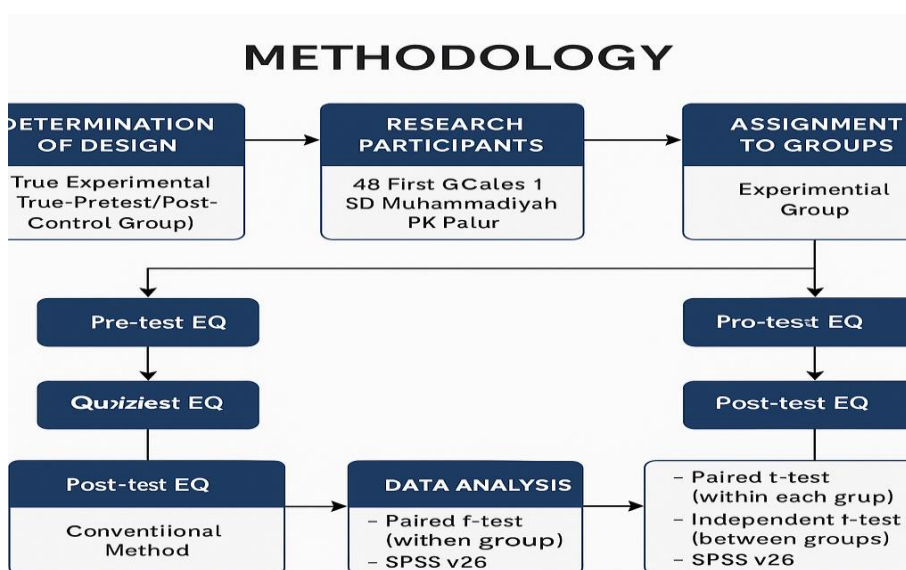


Figure 1. Methodology

Following the intervention, the third stage involved administering a post-test questionnaire identical in format and content to the pre-test. This post-test was used to measure any changes in the students’ emotional intelligence as a result of their exposure to the game-based learning intervention. For data analysis, the collected pre-test and post-test scores were statistically examined using paired sample t-tests and independent t-tests with the aid of SPSS version 26. The paired sample t-test was employed to determine whether there was a statistically significant difference in emotional intelligence scores within each group before and after the intervention. Additionally, the independent t-test was used to compare post-test scores between the experimental and control groups to identify any significant differences attributable to the use of the Quizizz application. Through this methodological approach, the study aimed to provide empirical evidence regarding the potential of game-based learning to enhance emotional intelligence in early-grade Islamic education contexts [45].

Table 1. Research Methodology

Component	Description
Research Approach	Quantitative
Design	True Experimental Design (Pre-test and Post-test Control Group Design)
Participants	46 students (Grade 1, SD Muhammadiyah PK Palur) 23 in Experimental Group 23 in Control Group
Instruments	Emotional Intelligence Questionnaire (Likert scale, based on Goleman’s 5 EI indicators)
Stages of Data Collection	1. Pre-test EI questionnaire administered to both groups 2. Experimental group used Quizizz with PAI & AI-Islam content 3. Post-test EI questionnaire
Learning Media	Quizizz (Game-based learning app with 20 questions: 10 PAI, 10 AI-Islam; varying difficulty; images, music, feedback features)
Data Analysis	SPSS version 26

Tools	
Statistical Tests	Paired Sample t-test (within-group comparison: pre- and post-test) Independent t-test (between-group comparison: experimental vs. control)
Objective	To measure the impact of game-based learning (Quizizz) on students' emotional intelligence in Islamic education

RESULTS AND DISCUSSION

Use of Games-based Applications

The use of Games Quizizz-based applications is used by teachers in several subjects, one of which is PAI and Al Islam subjects. This study focuses on the use of the Quizizz application for grade 1 of SD Muhammadiyah PK Palur, classes taken 1A and 1B, each of which has 23 students. The questions in the Quizizz application totalled 20 items consisting of 10 PAI questions and 10 Al Islam questions, with the level of difficulty of easy questions 5 questions, moderate 12 questions, and difficult 3 questions.

The Quizizz Application Test Results Are Here

Class 1 A

Table 2. Grade 1 A Quizizz App Score Results

No	Name	Score
1	Kanaka	100
2	Ibrahim	90
3	Brahim	95
4	Banyu*	95
5	Attar	95
6	Faiz	90
7	Junne	85
8	Naretya	80
9	Hamka	75
10	Uwais	80
11	Alna	80
12	Ayra	80
13	Rafa	70
14	Zafran	85
15	Naura	70
16	Khayla	70
17	Kiandra	65
18	Kayfan	65
19	Athar	70
20	Jagad	70
21	Alula	75
22	Anindyta	70
23	Nadia	60

24	Shaqueena	65
25	Ibrahim	55

Emotional Intelligence

Measurement The level of emotional intelligence is measured using a Likert scale questionnaire with 4 items of answer choices: Strongly Agree, Agree, Disagree, Disagree. Questionnaires were distributed to grade 1 students by filling out questionnaires on Google Forms in 2 stages. Stage 1 (pre-test) was carried out before the action in the form of using the Quizziz application.

Table 3. Pre-Test and Post-Test of Emotional Intelligence

No	Name	Class	Pre-Test	Post-Test
1	Attar	I A	23	28
2	June	I A	31	35
3	Kanaka	I A	23	30
4	Was	I A	23	30
5	Nadia	I A	36	38
6	Kiandra	I A	38	38
7	Azzam	I A	25	30
8	Rafka	I A	27	29
9	Natya	I A	31	34
10	Ibrahim	I A	29	35
11	Zafran	I A	26	31
12	Kaivan	I A	26	28
13	Naura	I A	27	32
14	Khayla	I A	27	32
15	Dhira	I A	29	31
16	Jagad	I A	25	27
17	Athar	I A	33	35
18	Anin	I A	26	30
19	Nuraya	I A	24	29
20	Alna	I A	25	31
21	Banyu	I A	27	32
22	Faiz	I A	26	30
23	Ibrahim	I A	40	40
24	Ayra	I A	34	36
25	Alula	I A	37	38

The Effect of Quizzes and Game-Based Games on Emotional Intelligence

Table 4. Analysis of the t-test of the Quizziz application and Emotional Intelligence

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37.252	4.774		7.803	.000
	Model Quizziz	-.063	.061	-.211	-1.037	.311

a. Dependent Variable: Emotional Intelligence

To determine whether there is an influence between 2 variables, it is calculated with the T-test is used with the help of SPSS 26. Analysis with the results obtained from the calculation of the t-test with a significance level of 5%, it was found that $t_{count} > t_{table}$; $7.803 > 1.708$, so it can be said that there is an influence between Quizziz games-based applications on emotional intelligence.

Table 5. Test of Difference Between Pre-Test and Post-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre-test - post-test	-3.640	2.039	.408	-4.482	-2.798	-8.927	24	.000

Decision making: based on the paired sample t-test table, the two-tailed significance value is $0.00 < 0.05$, indicating a difference between the pre-test and post-test.

Discussion

Many previous studies have discussed the use of Games-Based Applications conducted by students, mostly discussing the effect of these applications on cognitive aspects (intelligence, intellectual, learning achievement, and so on). One of the studies conducted by Syifa et al. examined the effect of using the Quizziz application on the effectiveness of Islamic Religious Education learning. This study examines the effect of the Quizziz games-based application on emotional intelligence which tends to be more attached to the affective aspects of students. Attitude and emotional aspects are partly influenced by a sense of pleasure, and curiosity about an object, so it can be said that if students carry out learning activities with a sense of pleasure, emotions and attitudes tend to be easy to improve.

The Quizizz application is designed to adjust the level of understanding of grade 1 students, both mastery of the material (PAI and Al Islam), mastery of basic student literacy (question sentences are made simple and easy to understand), use of images, and fun music. In their activities using the Quizizz application, students work on questions with a sense of fun, without pressure, and are very excited. The students felt that working on questions was like competing in games. The students who were not excited at first became more enthusiastic and enthusiastic. The emotions that students have tend to be constructive emotions such as a sense of pleasure, happiness, helping each other, helping each other and helping each other. In addition, in the implementation of activities, students tend to be more organized, and directed, and there is no quarrel. This phenomenon is one of the indicators showing that emotional intelligence has increased from before. In this study, it was found that there was an influence between the use of the Quizizz application on the emotional intelligence of grade 1 students of SD Muhammadiyah PK. The emotional aspects of students tend to improve towards the better. Thus strengthening the basic assumption that the use of game-based applications by utilizing technological advances tends to attract students' attention and make it easier for students to be directed to participate in activities.

In-Depth Analysis of the Impact of Quizizz-Based Learning on Emotional Intelligence in Islamic Education

The integration of digital tools into primary education has increasingly become a pedagogical necessity, particularly with the rise of interactive, game-based platforms such as Quizizz. This study set out to explore a relatively under-researched area: the impact of game-based learning applications on the emotional intelligence (EI) of elementary school students, specifically within the context of Islamic Education (PAI and Al-Islam). The findings demonstrate a significant relationship between the use of the Quizizz application and the enhancement of students' emotional intelligence, highlighting both theoretical and practical implications for the field of education. The implementation of Quizizz in this study was not merely intended as a tool for delivering academic content but as a medium for cultivating emotional engagement, self-regulation, and social interaction among young learners. The experimental design, involving pre-test and post-test measurements, allowed for a clear comparison of emotional intelligence levels before and after the intervention. Based on Daniel Goleman's five pillars of emotional intelligence—self-awareness, emotion regulation, motivation, empathy, and social skills—the questionnaire captured a multidimensional view of emotional competence in students aged around 6 to 7 years.

The quantitative results provide robust evidence of improvement. The paired sample t-test revealed a statistically significant difference between the pre-test and post-test scores in the experimental group. The mean increase of 3.64 points, with a significance value of $p < 0.05$, suggests that the Quizizz application had a meaningful impact on students' emotional development. The calculated t-value of 7.803, which far exceeded the critical value of 1.708, further reinforces the reliability of these findings. This confirms the hypothesis that students engaged in game-based learning through Quizizz demonstrated greater gains in emotional intelligence than those in the control group. These findings can be attributed to several design elements of Quizizz that directly stimulate affective responses. The gamified environment—with its use of avatars, time-based challenges, sounds, colourful interfaces, and instant feedback—creates a learning atmosphere filled with fun, motivation, and healthy competition. This emotional stimulation encourages students to manage their feelings, work collaboratively, and maintain focus, all of which are key indicators of high emotional intelligence. Moreover, the learning content was deliberately aligned with Islamic values, ensuring that cognitive and affective domains were addressed simultaneously.

Classroom observations and behavioral outcomes also supported the quantitative data. Students in the experimental group displayed increased enthusiasm, better cooperation, and improved emotional responses when engaging in classroom activities. Some students who were initially passive or disengaged showed signs of emotional activation, such as smiling, asking questions, or helping peers—suggesting that game-based learning not only enhances

motivation but also builds prosocial behavior and emotional awareness. An important dimension of this study is its focus on religious education, a field traditionally associated with more didactic and less interactive methods. The successful use of Quizizz challenges the notion that technology cannot be integrated into moral and spiritual instruction. On the contrary, this study suggests that Islamic values and emotional intelligence can be taught more effectively when the medium resonates with the interests and emotional states of learners. This aligns with modern educational psychology, which emphasizes the emotional environment as a crucial factor in effective learning.

From a broader perspective, the findings imply that emotional intelligence is not fixed but can be cultivated through intentional and innovative instructional strategies, even at the early stages of education. The use of game-based applications like Quizizz serves as a bridge between emotional development and academic learning, offering a holistic approach that benefits both domains. For policymakers, curriculum designers, and educators, this signals the importance of integrating emotionally intelligent technologies into educational settings, especially those involving moral and character development. In conclusion, the study makes a valuable contribution to both educational technology and Islamic education research by demonstrating that Quizizz-based learning significantly enhances emotional intelligence among elementary students. It offers empirical support for expanding digital pedagogy in early childhood and religious contexts, and it highlights the transformative potential of game-based learning in shaping emotionally resilient, socially competent, and morally grounded individuals.

CONCLUSION

This study investigated the impact of game-based learning, specifically through the use of the Quizizz application, on the development of emotional intelligence in early-grade students within the context of Islamic education. Using a true experimental design involving pre-test and post-test control groups, the research found compelling evidence that the integration of interactive digital tools in classroom instruction contributes positively to students' emotional development. The study targeted first-grade students at SD Muhammadiyah PK Palur and employed validated instruments to measure emotional intelligence based on Goleman's five core components: self-awareness, emotion regulation, motivation, empathy, and social skills. The results demonstrated a significant difference in emotional intelligence scores between the experimental group (which used Quizizz) and the control group (which used conventional methods). The paired sample t-test revealed a substantial improvement in emotional intelligence post-intervention, supported by a high t-value (7.803) and a significance level well below 0.05. This outcome indicates that game-based learning applications influence the formation and enhancement of emotional intelligence in young learners. More importantly, the study revealed how game-based learning platforms such as Quizizz not only enhance cognitive engagement but also create a learning atmosphere that nurtures emotional responsiveness. Students exhibited increased enthusiasm, improved classroom participation, stronger peer interaction, and better emotional regulation. These behavioral improvements align with Goleman's framework and confirm the emotional intelligence growth observed through the quantitative measures. The integration of Islamic content within the game-based application further amplified its relevance and acceptability in the religious education context. It demonstrates that emotional and moral education can go hand-in-hand with technological innovation. This is a significant advancement in Islamic pedagogy, which often faces challenges in adapting to modern learning tools. In conclusion, game-based learning applications, when thoughtfully implemented, can play a crucial role in shaping emotional intelligence in students at the basic education level, especially in the early grades. This study affirms the importance of emotionally engaging, interactive digital tools in supporting not only academic but also social and emotional learning outcomes. Educators and curriculum developers are encouraged to leverage such technologies to build holistic, emotionally intelligent learners prepared to thrive both academically and socially in a rapidly evolving educational landscape.

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Author Contribution

All authors contributed equally to the research design, data collection, analysis, and manuscript writing. Iffah Mukhlisah led the study concept; Elina Intan Apriliani coordinated fieldwork; Rara Intan Mutiara Fajrin contributed to theoretical framing; Luthfi Muhyiddin and Muhammad Khoirul Malik provided academic review and assisted with editing and refinement.

Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper. All research processes and findings were conducted objectively and independently, without any influence from external institutions, sponsors, or commercial interests. The integrity of the data and analysis is fully the responsibility of the authors.

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